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ABSTRACT

Problems in accountability assessment are examined from a unique perspective by considering the prices paid as a result of the use of secret tests (tests comprised of items drawn from non-publicly available item banks). This report is a compilation of the following articles: (1) "The Social, Intellectual, and Psychological Prices of Secrecy" (K. A. Viator); (2) "Secrecy in Testing: The Social Costs from an Equity Perspective" (A. G. Hilliard, III); (3) "The Unfair Effects of Standardized Testing on Blacks and Other Minorities" (C. V. Willie); (4) "The Legal Advantages of Openness in Testing" (J. P. Heubert); (5) "Sending Clear Signals to Schools and Labor Markets" (S. E. Berryman); (6) "The Intellectual Prices of Secrecy in Mathematics Assessment" (J. L. Schwartz); (7) "Assessment in Science Education" (S. A. Raizen); (8) "Language and Language Arts Assessment" (C. S. Chomsky); (9) "Secure Tests, Insecure Test Takers" (G. Wiggins); (10) "The Psychological Costs of Secrecy and the Promise of Openness: The Impact on the Teacher" (E. K. Stage); (11) "Testing, Teachers, and Schools" (V. Perrone); and (12) "A Role for Technology in Changing Assessment: From Bias, Mediocrity, and Intimidation to Fairness, Challenge, and Support" (J. L. Schwartz). The papers focus on large-scale standardized tests and the impact of secrecy for three separate aspects of education: social; intellectual; and psychological. It is concluded that disclosure may improve test quality. (SLD)

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